



Hidelow Grange School

Accessibility Plan

Written: February 2018	Last reviewed March 2024 SC
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Role: Head teacher	
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CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;

- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

Introduction to the plan

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Proprietors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Under the Equality Act 2010, a person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal daily activities.

Legal requirements

Every school has a statutory duty to prepare an Accessibility Plan. This plan:

- must be in writing
- must be reviewed and revised if necessary
- must be published on the school website
- will be inspected by Ofsted

- should cover the whole life of the school and all its policies, procedures and activities

Improving Access

It is our intention to remove or reduce barriers for any individual who has difficulties within the following broad categories of need if they hinder their ability to access school life:

- Physical access to the learning environment
- Access to the curriculum
- Access to written information

Inclusion: Our vision and values

Hidelow Grange School is committed to providing an environment that enables full curriculum access that values and includes all students, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness throughout our learning community.

Hidelow Grange School caters for pupils with significant and complex special educational needs for whom appropriate and effective provision has not been, or cannot be, made in other settings, including in mainstream schools. Hidelow Grange School intends to be fully inclusive of all its pupils and cater for their needs as follows:

- All pupils have equal access to full-time education.
- The education is designed to be suited to the pupils' ages, abilities, aptitudes and additional learning needs.
- The goal is for every pupil to be actively engaged in effective learning.
- Every pupil has a right to an individual educational pathway, involvement in their own individual education and care plans, reviews and pupils' meetings and access to nationally accredited routes and qualifications.
- We are committed to auditing and reviewing our current activities, devising actions, setting goals and targets, implementing plans and evaluating them for impact.

To achieve this, we will:

- Continually review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve the access for all
- Work to provide an atmosphere where pupils feel safe and valued
- Promote the understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability
- Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see how we can work to overcome these barriers.

Access to the physical environment

Overview of premises – the accommodation for Hidelow Grange School was completed in August 2017. Wheelchair access is provided to the main entrance and to the staff room. There is an accessible toilet and wash facility situated on the ground floor. All visitors are accompanied at all times whilst on

site so the member of staff present would be able to ensure all visitors with additional needs have these needs met whilst in the school building.

No areas for development identified in audit (March 2023).

Access to the curriculum

Teaching staff plan to ensure equality of access to the curriculum according to the individual needs of our pupils. This includes making reasonable adjustments to the curriculum to ensure equality of opportunity.

All areas of the curriculum should be accessible to all pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate, then an alternative activity will be made available. For example, handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative.

Dyslexia-friendly practice

All teachers have received training in dyslexia-friendly practice. They are aware that the following will help students with dyslexia to access the curriculum:

- Use a dyslexia-friendly font such as Calibri, Verdana, Comic Sans, Sassoon or Arial. Avoid Times New Roman or other cursive scripts.
- Use a colour background on PowerPoint slides and use off-white paper for handouts. Some students will respond well to particular colours; check their Pupil Passport.
- Avoid justifying the text as this makes it tricky to read.
- Use bullet points or number information.
- Visuals help to secure ideas in the working-memory. Recapping key words also helps, as does checking the readability of texts used in lessons or for homework. Make sure that the text is sufficiently large and that the line spacing is set at 1.5.
- Explicitly teach key vocabulary – provide students with vocabulary lists at the start, or, even better, before commencing a new topic. An easy homework to set is vocabulary revision, followed by a quick test the following lesson.
- Explore pronunciation, derivations and links with other words. For example, in geography when teaching students the word "confluence", you may wish to provide them with the words "conjoined", "converge" and "congregation" and see if they can work out the meaning of the words for themselves.

The school will employ **assistive technology** such as easy-to-use keyboards or text-to-speech software when a pupil has an individual learning need requiring such technology as identified in their Education Health and Care Plan.

Access to information

Hidelow Grange School will provide all policies and written information in large font on request.

All staff are aware of the importance of font size and page layouts to support any pupil with visual impairments and will audit the library facility to ensure the availability of large font and easy read texts to improve access.

Signage around the building and grounds will be reviewed regularly to ensure that it is accessible to all.

Monitoring, Implementation and Evaluation

The Accessibility Plan will be overseen and reviewed by the Headteacher and Head of Education Services

This policy will be reviewed on an annual basis by the Head Teacher and Head of Education Services. It will be due for review in **March 2025**.

The Head of Education Services will monitor implementation of the plan through the Head teacher's report and visits to the school.

The plan will be evaluated regularly, informed by discussions with pupils with disabilities, staff and parents and analysis of data on progress and attainment of pupils with disabilities.

Roles & Responsibilities

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

REFERENCES

This policy should be read in conjunction to the following policies and documents listed below:

- SEND policy
- Curriculum policy
- Schemes of Work
- Subject Development Plans
- Quality Framework